

## **Normandy Task Force Recommendations**

### **May 12, 2014**

The charge of the Normandy Task Force is to develop a specific plan for the operation of schools in Normandy School District effective July 1, 2014 should the district lapse on or before June 30, 2014. This plan includes the assumptions and options we deemed viable based on the information provided us by the Department of Elementary and Secondary Education (DESE); guiding principles that underpin the recommendations; and specific recommendations for systems and structures outlined in the Commissioner's charge including: governance structure, advisory committees, system components, community partnerships, educators, and leaders. These recommendations come with the understanding that high performing school districts are relentless about high expectations for all students, have bold strategies for strengthening human capital, have a laser focus on data collection and analysis for informing decision-making, are highly participatory but very strategic decision-makers, and engage strong leaders who can tightly manage for specific outcomes. In the Normandy footprint, we also understand that attention to issues such as poverty; transiency; and the lack of socio-emotional supports are critical to the success of the school district.

The Normandy Task Force held eight meetings. All meetings were open to the public except two, which were partially closed, to address specific personnel records and/or receive advice from DESE General Counsel. Meetings included a variety of community and DESE representatives who provided advice and counsel about issues related to neighborhood, policy, school district, national and other relevant context. Many documents were shared and collected including the Normandy Reformation Plan, several relevant articles from key national organizations, and research papers written by leading turn-around and urban researchers.

### **ASSUMPTIONS AND OPTIONS**

The conclusion we have reached, based on interpretations of relevant state statutes and case law, including Section 162.081.3 School District Governance, subsection (2)(b), Determine an Alternative Governing Structure, is that proceeding under this section is the best course of action to address the present situation in Normandy given the current statutory authorities. The Task Force's recommendation is based upon legal analysis provided by DESE, in consultation with the Missouri Attorney General's office, on which all parties reasonably rely. Proceeding under Section 162.081.3(2)(b) would make possible:

- A change in governance structure of the district;
- Changes to its contractual obligations;
- Continuation of the current local tax levy; and
- The creation of a new Local Education Authority encompassing the Normandy footprint with no accreditation classification.

MO Rev. Stat. §162.081.3(2)(c), School District Governance - Attach Territory to Another District or Districts, could be a viable option **only if** any proposed merger mandates by contract between DESE and the receiving district the nature, course and scope of programs, services, resources and staffing directed to the buildings and students attached to the other district or district(s) and **does not** significantly impact the accreditation and operation of the receiving school district.

### **TASK FORCE GUIDING PRINCIPLES**

As we have approached this work, there are several guiding principles that we felt were important in guiding the recommendations. These include:

- The governance and leadership of a school district should ensure it has the capacity needed to succeed.
- The governance and leadership of the school district should be provided all available supports to ensure the school district develops the internal capacity needed to successfully implement a plan for renewal.
- The governance and leadership of the school district shall request all available external resources and supports to ensure the school district develops the capacity needed to succeed.
- The governance and leadership of the Normandy school district or its successor entity should be accountable to, and shall enfranchise, empower, and engage the district constituents.
- Schools and educators should have more autonomy to run schools as long as they have shared performance goals for measures such as:
  - Academic achievement and performance of students;
  - Discipline referrals based on equitable and restorative justice principles;
  - Special Education Services provided;
  - Student Retention;
  - Drop-out Reduction;
  - Graduation; and
  - Referrals to alternative education.
- A community should have broad access to high quality pre-K education.
- There is a shared desire for the students to have **access to** wrap-around services, so they can go to school healthy, well fed, and well-supported.
- The district should foster multiple types of school programs and themes incorporated into a district-wide cohesive curriculum and accountability to provide students with a well-rounded education.
- Normandy residents should have access to a unified district of high-quality schools that hold students to high expectations.
- Schools should be held meaningfully and fairly accountable to . . . parents as full partners in decisions affecting their children and families . . .” MO Rev. Stat. §167.700.2(5)

## RECOMMENDATIONS

### *Governance Structure*

#### ***Recommendation #1: Create a new local education authority within the current Normandy School District footprint.***

A local education agency with all the rights, privileges, and obligations an LEA designation connotes should remain within the current Normandy School District footprint. Consideration should be given to renaming the school district to exemplify a new beginning, although “Normandy” should prominently remain in the title to demonstrate continued cohesiveness in and for the community and the alumni body. The new school district would have direct accountability to the State Board of Education; thereby restarting the accreditation “clock” within a prescribed period of time.

The State Board of Education, through DESE, should provide the school district with specific feedback on a quarterly basis, so that if the State Board or DESE have concerns or issues with the district’s performance or execution, changes can be made quickly.

#### **Cross-Community Pillars**

Essential partners would become integral to the operation of the school district providing necessary supports and services based on priorities that we are calling, “cross-community pillars”. These pillars will include:

1. **Teaching for Understanding and Learning** (an instructional model that increases the benefits of high leverage practices that not only emphasize subject matter content and critical thinking in the classroom but transcend classrooms into the community, encouraging parents to provide more experiences for their kids.)
2. Developing a **Culture of Caring and Respect** (integration of character education and culturally relevant teaching that extends to the whole community).
3. Providing **College and Career Workforce Readiness** (Student and parent programs that support this development in everyone no matter how young or old.)
4. Assessing and monitoring **Socio-Emotional and Physical Wellness** (An emphasis on wrap-around services for all students.)
5. Focusing on **Goal-Setting, Alignment, and Transparency** (A focus for all levels of the school district including classrooms, schools, administration, and community partnership and intervention.)

These foci will be measured according to both organizational and process conditions outlined by U.S. Department of Education (2014). Each of these will be aligned with measureable goals, processes, and practices ensuring district, essential partner, and community coordination of progress and outcomes. Operations will be transparent

and frequent reports based on 8-week benchmarks will be provided to DESE and the community at-large.

The organizational conditions for success of the school district require all initiatives to be:

- a. **Systemic:** Purposefully designed as a core component of educational goals such as school readiness, student achievement, and school turnaround.
- b. **Integrated:** Embedded into structures and processes such as training and professional development, teaching and learning, curriculum, and community collaboration.
- c. **Sustained:** Operating with adequate resources and infrastructure support.

The process conditions for success of a renewal plan require all initiatives to be:

- a. **Linked to Learning:** Initiatives are aligned with school and district achievement goals, and connect to the teaching and learning goals for the students.
- b. **Relational:** A major focus of the initiative is on building respectful and trusting relationships between the school district, families, and the community.
- c. **Developmental:** The initiatives focus on building the intellectual, social, and human capital of all stakeholders engaged in the implementation of the district renewal plan.
- d. **Collective/Collaborative:** Learning is conducted in-group versus individual settings and is focused on building networks and learning communities for active support of implementing **all** objectives of a new school district plan to produce the desired student outcomes.
- e. **Interactive:** Participants are given opportunities to test out and apply new skills. Skill mastery requires coaching and practice.

Working with DESE representatives and Task Force representatives, the new JEGB, (defined below) and district administration, will create 8-week benchmarks as an assessment process, to determine whether the district is moving forward with the Missouri State Improvement Program (MSIP) requirements and its intended goals/pillars. Benchmarks for the pillars may include:

- **Teaching for Understanding and Learning** (i.e. curriculum guides are in place for every content area and every grade level; embedded professional learning is building capacity for instructional techniques that align with high leverage practices; high leverage practices are increasing in all classrooms.)
- **Culture of Caring and Respect** (i.e. All educators attending professional learning related to character and citizenship education; all leaders participating in a character education leadership academy; classrooms environments that reflect the principles of character education; student-student and student-teacher relationships, conversations, and interactions that reflect the principles of character education.)
- **College and Career Workforce Readiness** (i.e. all school environments support career and college expectation; all schools provide students with

programming and curriculum integration related to college and career readiness particularly along the lines of well-recognized regional industry clusters such as financial services, healthcare, bio-science, multi-modal logistics, and computer science.)

- **Socio-Emotional and Physical Wellness (Medical and Dental)** (i.e. parent/community liaisons are in place to support connections for services as needed; schools have sufficient access to social workers, special educators, school counselors, school psychologists, and other medical and dental health and wellness resources.)
- **Operational Alignment, Communication, and Transparency** (i.e. on-going mapping of operational efficiency, continuous communication systems, and data dissemination.)

## **Recommendation #2: Change school district governance to a Joint Executive Governing Board (JEGB).**

This governance structure should have at least 5 but no more than 7 members. The JEGB should be appointed by the state board of education and if a 5 member board is appointed it should include at least one member of the current elected board; if a 7 member board is appointed it should include at least 2 members of the current elected board. There must be prior commitment from each of the candidates that he/she has agreed to serve on the JEGB for a 3-year term. After the first three years, the JEGB will be appointed for staggering terms in order to preserve consistency in direction. Each JEGB candidate must provide a written resume to be reviewed by the State Board prior to appointment. The JEGB should be constituted of individuals having the backgrounds and qualifications described below, who would provide the greatest opportunity to bring about the kind of bold and systematic reform we envision for the Normandy School District.

All members of the board should be selected in collaboration with the Task Force and with input from other essential personnel (i.e. district leadership, essential partners, current elected board).

A Chief Executive Chairman (CEC), providing the superintendent with advice and counsel on major operational issues, should lead the board. The CEC should understand the education climate and have a strong background in the operations of large organizations. The CEC and the Superintendent should meet on a weekly basis to examine operational outcomes and processes and to make any major financial and/or operational decisions. The CEC candidate should be a proven, trusted leader who is well respected in the overall St. Louis community and can gather business, legislative, and DESE support/resources as needed. This is especially important while the district is increasing its financial solvency and regaining its academic footing. The CEC and other JEGB members should receive no compensation. The full board should meet at least monthly to monitor progress and outcomes.

Qualifications of the JEGB should include:

- Experience with large, complex organizations (for-profit and/or nonprofit) at policy, leadership and/or board levels;
- Record of concern for children; putting children's needs above personal and special interests;
- History of ethical behavior, transparency in dealings, open/honest/candid communication, no conflict(s) of interest;
- Personal qualities supportive of effective teamwork including: collaborative style, flexibility, professionalism, pragmatism, open-minded, thoughtful, strong communication/interpersonal skills, problem-solving capacity;
- Specific professional expertise in one or more areas to include: legal, business/finance/accounting, human resources, education, social service/healthcare, marketing/public relations, public administration, real estate, communications;
- Postsecondary credential (minimum of Bachelor's degree; Master's degree or higher preferred);
- Minimum years of work experience (5-10);
- Appreciation for teaching and learning in an urban environment; and,

In addition, the Task Force would recommend the following for all members of the JEGB:

1. Demonstrate the ability to master intensive Missouri School Boards Association training on best practices for school governance, district fiscal management, and education policies;
2. Be familiar with, and committed to, the school district's renewal plan;
3. Have the ability to develop the capacity to enact policy, monitor procedures and progress of policy implementation, and make strategic decisions regarding policy, personnel and program effectiveness; and,
4. Commit to receiving ongoing advice, support and mentoring from external resources to ensure the process and organizational conditions are present to support the implementation of the school district renewal plan.

The JEGB shall have all of the powers and duties granted pursuant to and authorized by MO Rev. Stat. Chapter 162. The JEGB has ultimate responsibility for the district meeting the accreditation metrics of the Missouri School Improvement Program; and along with district constituents and stakeholders, is directly accountable for district performance.

**Recommendation #3: Retain the Normandy Task Force through June 30, 2015.** Normandy Task Force will remain in place until June 30, 2015 to monitor and consult with the JEGB, superintendent, and key leaders to ensure that the processes and procedures are working well and strategic MSIP goals and benchmarks are being met.

## *Advisory Committees*

### **Recommendation #4: Establish an Innovation Community of cross-community advisory teams based on the district's pillars.**

Establish an Innovation Community of cross-community advisory teams based on the district's pillars to connect the district to new innovation, ideas, and resources and monitor progress on the benchmarks every 8-weeks. Each advisory team could include representatives from non-profit organizations; higher education representatives, parents, teachers, and other relevant community members that can provide feedback, connections, support, and advice. Each Innovation Community would appoint a Chair who would serve on a central steering committee reporting directly to the Superintendent. Each cross-community advisory team would be responsible for:

1. Providing input to the development of the pillar's implementation process and strategy;
2. Providing advice on potential resources;
3. Identifying the priorities in the project – where the initial energy should be directed;
4. Identifying potential threats to achieving short- and long-term goals and success of the plans;
5. Monitoring risks;
6. Monitoring timelines;
7. Monitoring the quality of the project as it develops; and
8. Providing advice about changes to the project as it develops.

Individual members are not directly responsible for managing project activities, but provide support and guidance for those district staff who do. Members will:

1. Ensure the strategy that is planned matches the aim of the plan;
2. Determine evidence to show that the aim of the pillar has been achieved;
3. Review the progress of the pillar against the outcomes set;
4. Consider ideas and issues raised;
5. Provide guidance to the operation team;
6. Help balance conflicting priorities and resources;
7. Foster positive communication outside of the Committee regarding the district's progress and outcomes;
8. Actively promote the successes of the pillar; and
9. Contribute to the evaluation of the pillar, both the process of developing and implementing the project, and its actual impact on the Normandy footprint.

Cross-community team members should be recruited **immediately** to begin developing informed and engaged local capacity. The cross-community teams report to the Superintendent and should be chosen in conjunction with the central steering committee of essential partners (i.e. university, collective impact organization, local government, business, etc.).

### ***System Components***

**Recommendation #5: Retain a central operational structure including a superintendent and central office staff having the ‘will and skill’ to lead Normandy forward in the new environment, and sized to be commensurate with the financial capability of the school district.**

The Task Force recommends a central operational structure for the school district and not individually controlled buildings with their own Boards or advisory committees. The Executive Leadership Team will manage and be accountable for meeting school district performance goals as well as district and building operations. Certain functions like human resources, food service management, building maintenance, security, and the like are better done by a centralized group serving the needs of the building leaders. These centralized groups’ directors would report to the Superintendent’s administrative staff member(s) over these areas. Buildings don’t need to duplicate a certain set of services and personnel better done by an efficient central office, allowing building leaders to concentrate on effectively implementing each of the cross-community pillars in their school.

The Superintendent as the Chief Education Officer would still be at the helm of the education system. The Superintendent would report directly to the Chief Executive Chair. Principals would report directly to the Superintendent and be evaluated by him/her, and have his/her compensation determined by his/her performance as evidenced by meeting measureable gains in student academic and other achievement metrics.

A hard look needs to be taken of the administrative structure to ensure that position descriptions are clear and that the team is cohesive and efficient. There is a need to ensure the right number of administrators are in place who have the requisite skill and motivation to oversee the major pillars of the district’s vision, and be accountable to and with the superintendent for specific outcomes. Building leadership will also need staff, including liaisons and coaches, to strengthen instructional expertise. The numbers of staff at each level of the organization will need to be ascertained after fiscal constraints have been examined and schools staffed appropriately first. The school district priority must be a laser-like focus on supporting student academic achievement gains through policies, systems, practices, and resources targeting each classroom, then families and the community.

**Recommendation #6: Examine options for school choice.**

The school district should examine alternative school options for school choice including: (1) a K-8 model; (2) the integration of model/laboratory classrooms for instructional practice co-joined with university teacher education; (3) charter school(s); (4) school within school models; (5) year-round school options; and (6) a high school early college model that provides students 1-2 years of college equivalency and allows students to take college level courses in the summer. Even



in a small school district, choice is an important element to providing options for students and families enticing students who have transferred back to the district.

A current resident transfer student should be permitted to remain in the current school district of his/her current choice so long as (1) the receiving district has space; (2) the JEGB or its successor entity annually authorizes the current transfer to continue; and, (3) the receiving district is willing to accept a negotiated amount commensurate with a formula designated by the State Board of Education (unless there is a legislative decision which would take precedent). Subject to the above qualifications, the preference of the Task Force is that the receiving district, Normandy, and DESE, should make every possible effort to permit those Normandy students who have transferred to remain in their present schools should they desire to do so.

**Recommendation #7: Develop transitional classrooms.**

Due to the high transient nature of the population, transitional classrooms are important for working with students in transition from other schools or school districts thereby mitigating the impacts of transiency. These classrooms are only temporary stops for students so that the district can introduce the student to district cultural norms, instructional methods, and assess the student's baseline achievement and ensure that, once assigned to a permanent classroom, the student is provided services he/she needs to be successful.

**Recommendation #8: Provide adequate numbers of staff in schools that support, resource, and connect to classroom teachers and students.**

Each school should have at least one *parent/community liaison* that works with parents, community organizations and educators to connect wrap-around services for students as needed. Each school should also have an *academic coach/liaison* that provides instructional support for educators as well as community connections related to academic success (i.e. community business partners for problem based learning or connections to informal education that provide outreach programs to schools). Ensure that adequate numbers of school counselors, social workers, and school psychologists are available in the district, working in teams to support students' socio-emotional and special needs. Overall, align the district organizational conditions to support fidelity and sustainability in implementing the school district renewal plan in an environment of fiscal and operational viability.

**Recommendation #9: Monitor operational systems for effectiveness and efficiency.**

As the new school district focuses on the five pillars for success, specific operational systems need to be in place to ensure that the school district has the human, social, and intellectual capital it needs.

- **Human Resources:** *should develop relationships with area colleges and universities, and others to ensure a strong educator and leader talent pipeline. This would allow the school district to connect early with new talent and allow those students to experience an urban district in transformation. HR must*

*familiarize itself with practices that identify effective urban educators. All candidates should be observed teaching a lesson for “in the field” data.*

- **Professional Development:** *Given possible budget restraints that may impede the school district from offering the highest salaries (thus recruiting seasoned teachers from other systems), the district must invest in a comprehensive professional learning plan using coaching and in-house support to accelerate effective teaching strategies in new staff.*
- **Instructional Model / Curriculum Model:** *should be a standards-based instructional system—Content and Performance Standards are derived from the Missouri Learning Standards. Instructional strategies must align with the learning styles of this target population and be effectively matched to the content and objectives students are expected to meet. Instructional materials must be aligned with the content and instructional strategies. Formative and summative assessments should align with content including levels of understanding. In other words, learning must occur at a high level of critical thinking and assessments must match that level of critical thinking as well.*
- **Family Case Management:** *As important as the above, the family case management/Care team approach that the school district has been doing to assess a student’s home situation as it relates to his/her ability to learn and succeed must continue. The school district team (teacher, social worker, school nurse) must be able to pull in other social/health/welfare entities as needed to address the needs of the child that prevent him/her from maximizing potential.*
- **Data Systems:** *Data systems will be critical to the district as they collect, assess, and monitor both the academic and socio-emotional outcomes of all students. These systems need to provide constructive and frequent feedback to employees, students, and their families.*
- **Communications System:** *Create a communication system that provides transparency and continued update on progress and accountability measures. These should be designed with the whole community in mind.*

A data “dashboard” system should be created to measure how the district is doing relative to goals and benchmarks for easy tracking of success and for correction.

### ***Partnerships***

#### **Recommendation #10: Expand, enhance, and create strategic and essential partnerships.**

With the onset of a new entity, all partnership contracts should be reexamined for strategic alignment. In the first year, “essential partnerships”, those who serve as anchor institutions and have the ability to expand the capacity of the district, should be forged carefully and thoughtfully with careful alignment to the district’s pillars. Three categories of partnerships should be aligned and formed specifically based upon the Innovation Community committees’ goals and objectives: (1) Community impact partners, (2) Institutions of Higher Education; and (3) Academic and Social Support Programs. We recognize that the district has many existing relationships in these areas, however these need to be vetted for strategic alignment.

Strong partnerships with institutions of higher education create an environment where every student sees himself or herself attaining some type of post-secondary completion. Examples of these partnerships may include: joint teaching appointments in key disciplinary areas, creating a pipeline for recruiting and retaining classroom teachers, school psychologists, school counselors, social workers; the ability to create opportunities for pre-service educators and leaders; opportunities for students to attend courses on campus; increasing the number of Advanced Credit and Advanced Placement courses; increasing the number of summer bridge opportunities, ACT/SAT prep; campus visits for students, etc.

Community impact partners will be essential especially those who utilize parent/community liaisons that would support interactions with parents and providers to support students' socio-emotional growth and success. These organizations can help to create effective school, family, and community partnerships focused on student and family supports. They will also be instrumental in messaging and creating community-based programs comparable to the in-school programs so that parents and community increase strength in key areas at the same time as students.

Academic and Social Support organizations can be instrumental in providing in- and out-of school programming and services. These organizations should have strong track records of success, be able to impact students at scale, and are aligned with the new school district strategic plan.

### ***Educators***

#### **Recommendation #11: Identify, retain, and hire high quality classroom teaching talent.**

The Task Force recommends letting all current educator contracts lapse. Educators of high quality whose thinking and practice align with the strategic pillars must be identified and retained or hired. Teachers should be identified using a proven process for screening and selection (i.e. Gallup) but also include writing components, professional references, performance activity demonstrating student learning gains, and face-to-face interviews.

Very specific evaluation criteria should be in place to evaluate teachers' dispositions, cultural competence, high leverage practices and classroom culture (i.e. DESE educator standards). The school district should adopt a proven model for evaluating educators and ensure fidelity of that model. Skilled educators must be a part of the delivery system and have plenty of opportunity to help provide plan development and implementation.

The district should also take steps to work with the teachers' union to create a performance pay model that includes student achievement as well as progress on institutionalizing cross-community pillars.

The district needs to build a strong pipeline of educators including classroom teachers and other school personnel through strong university connections and Teach For America. For example, the district could expand its studio school model currently with the University of Missouri St. Louis to become a studio district with model classrooms where pre-service teachers learn and become fully integrated into the fabric of the district ready for hire.

### *Leaders*

#### **Recommendation #12: Initiate a clear evaluation system for all district and building administrators.**

There is no question that the district is in need of strong leadership at all levels. *Thoughtful and focused but bold, **urgent action** that expects and demands success must be the mantra.* At this juncture the committee recommends that the superintendent be retained for an additional year. It is critical, however, that clear evaluation system for all district administrators, including the superintendent, be created so that AY2014 may be used as an evaluative year to assess the progress of the district's operation and instruction. A 360-review should take place prior to the start of the 2014 school year to give feedback to all leadership and allow for individual goal setting with the Chief Executive and board. A strong evaluation system needs to be developed and incorporated based on the DESE leadership standards as well as the school district's pillars to ensure accountability of all educators to increasing student learning.

The school district also needs create a system to continually recruit and prepare top-flight school leaders who share the vision for implementation and believe that all Normandy students can learn and know how to forge an environment for success.

The Task Force recognizes that there are many details to work out. However, we want to see a school district that is flexible and nimble and that challenges status quo. Ultimately, we want students who can graduate, be successful in their post-secondary education, and enter the workforce as sustainable citizens.

## LONG TERM GOALS AND POSSIBLE FUNDING PRIORITIES

There are four major long-term goals: (1) early childhood education; (2) extended learning through before- and after-school and summer opportunities, (3) wrap-around services; (4) technology infrastructure and professional development.

**Early childhood education** must be a priority. This includes fully funded pre-school in our schools and direct collaboration with community providers (centers and in-home care) to be sure they are aware of the standards for kindergarten readiness. Increasing the quality and capacity for early childhood education should be a funding priority for the school district. The district should also advocate for a policy change to either lower the mandatory school age and/or provide pre-school education to students in high need communities.

The district needs to attend to **extended learning** through before- and after-school and summer opportunities, but the offerings must be dually purposed. While socialization and physical activity are critical components for child development, there must, however be an intentional component of academic advancement as well aligning the content and process standards that are the foundation of the Pre-K through 12 curricula. High quality, local, options like Girls, Inc. and/or Boys and Girls Club should be considered initially.

There is a shared desire for students to have access to **wrap-around services**. According to the National Wrap-Around Initiative, wrap-around is “an intensive, holistic method of engaging with individuals with complex needs (most typically children, youth, and their families) so that they can live in their homes and communities and realize their hopes and dreams. “ The school district should work with a community impact organization (i.e. Beyond Housing, United Way, St. Louis County Children’s Services Fund) to develop a process that should include:

- **Community partnership:** Representatives of key stakeholder groups, including families, young people, agencies, providers, and community representatives have joined together in a collaborative effort to plan, implement and oversee wraparound as a community process.
- **Collaborative action:** Stakeholders involved in the wraparound effort work together to take steps to translate the wraparound philosophy into concrete policies, practices and achievements that work across systems.
- **Fiscal policies and sustainability:** The community has developed fiscal strategies to support and sustain wraparound and to better meet the needs of children and youth participating in wraparound.
- **Access to needed supports and services:** The community has developed mechanisms for ensuring access to the wraparound process as well as to the services and supports that wraparound teams need to fully implement their plans.

- **Human resource development and support:** The district supports wraparound staff and partner agency staff to fully implement the wraparound model and to provide relevant and transparent information to families and their extended networks about effective participation in wraparound.
- **Accountability.** The community implements mechanisms to monitor wraparound fidelity, service quality, and outcomes, and to oversee the quality and development of the overall wraparound effort.

While the school district should think about the utilization of the **physical plant** to bring services closer to students and families. These services should support children and youth in ways that make sense and are logistically viable and feasible (i.e. in school, neighborhood) and should ensure that every student is ready to learn.

With Proposition T in place, the district should continue to build a **technology infrastructure** providing an environment conducive to learning with high expectations. However, the professional learning of educators and staff will be key to the success of the technology implementation. The district should continue to boost technology resources, security enhancements, and ensure that the infrastructure is in place for students to access the most robust data systems and software.

Finally, the Task Force feels that the **role of alumni** cannot be overstated. There is a deep love for Normandy by alumni and a will to see it flourish. A serious and concerted effort needs to be made to bring them together to contribute their time, talent, and treasure. The alumni network needs to be built in a robust fashion, recognizing those who can help with the funding priorities noted here as well as others identified by the school district. There needs to be a clear plan for engagement and for resource acquisition.

### **Next Steps – Moving the Normandy LEA from “Here” to “There”**

The Normandy Transition Task Force submits its recommendations for moving from “Here” – an unaccredited school district that has lapsed; to, “There” – a locally governed LEA with systemic support of measurable student learning gains; and, integrated processes for developing, improving, and sustaining high quality public school education for every enrolled student. The capacity building of the Normandy LEA to meet ever-increasing student achievement and quality goals will occur over time. A Normandy School District renewal built upon the framework of the five cross-community pillars of: (1) A Culture of Caring and Respect; (2) Teaching for understanding and learning; (3) Socio-emotional and physical wellness; (4) College and career workforce readiness; and, (5) Operational alignment, communication, and transparency can support and sustain a community-based and supported drive for accreditation.

As conditions necessitate a Normandy renewal plan will be adopted, individual administrators and staff will change, and obstacles will arise and be overcome. The Task Force suggests using specific accountability measures monitored by achievable benchmarks to reinforce the priority of high performance expectations. All Normandy LEA policies and programs must focus on building the capacity of those responsible. Capacity building efforts must be directed to those in governance, the administration, the teaching and support staff, students, along with families and community stakeholders. A Normandy LEA will be held accountable for meeting accreditation standards within three (3) years.

The Normandy LEA will be able to reach and sustain accreditation once the capabilities, connections, confidence, and cognition of those responsible is increased and focused solely on effectively supporting student achievement gains and increasing student learning.

Respectfully submitted by the Normandy Task Force this 20<sup>th</sup> day of May, 2014:



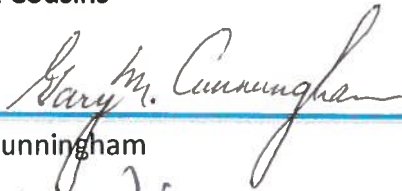
Carole Basile—Chair



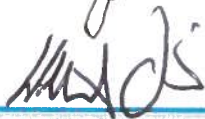
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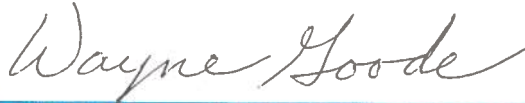
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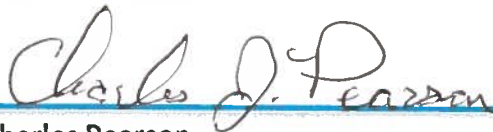
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Wayne Goode



Monica Huddleston



Charles Pearson



Marla Smith



## Appendix Operational Structure

